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ABSTRACT

This planning guide was written to assist Tacoma (Washington) public school students, working with parents and staff, in developing their career and educational goals. It was designed to be used by high school students in assessing their interests, attitudes, motivation, and awareness to implement a high school educational plan and post-high school direction. The section on planning for high school discusses these areas: making decisions; planning for high school; graduation requirements and suggested course schedules; suggested 9th through 12th grade schedules for students in vocational or college preparatory programs; helpful information regarding registration for grades 10 through 12; recommended pre-college curriculum; things to check for in grades 9, 10, 11, and 12; and testing. A section on career planning for vocational education students looks at vocational courses and programs available during high school and vocational opportunities after high school. A section on career planning for college-bound students discusses things to consider in choosing a college and examines college applications, financial aid, and scholarships. Also included are a list of relevant resources, a chart of formal training after high school, an educational plan sheet, a student information and enrollment form, and a curriculum offerings/course guide. (NB)

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High School and Beyond

A Planning Guide for Parents, Students, and Staff

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Published By:

Tacoma Public Schools
Counseling and Career Development

April 1989

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Student Planning Guide for High School and Beyond

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Introduction

This planning guide was written by the Counseling and Career Development Department of the Tacoma Public Schools to assist students, working with parents and staff, in developing their career and educational goals. The uniqueness of each individual determines that career development occurs in many ways and at different and varied rates. This guide is designed to be used by high school students in assessing their interests, attitudes, motivation, and awareness to implement a high school educational plan and post-high school direction.

The staff and resources of the Tacoma Public Schools are available to parents and students to facilitate this career decision process. The counseling staffs and career centers in each of the five high schools, as well as the advisory programs in selected schools, are the most accessible sources of information. Counselors may be reached at the following telephone numbers:

Foss	596-2300
Lincoln	596-2000
Mount Tahoma	596-1800
Stadium	596-1325
Wilson	596-2200

Additionally, parents and students may contact the following Central Administration offices:

Department of Counseling and Career Development	596-1063

High school counselors work with students to develop career goals.

Planning for High School

Making Decisions

Does the job or career fit your student's interests, abilities, plans, desires? How does he or she reach that job or career goal? High school is an important step and that takes some planning, too. Your student probably will need some assistance, and that's what parents, counselors, and teachers are for—working together to help students make good decisions.

Planning for High School

Your son or daughter is about to go into high school. New students and parents should feel free to talk to a counselor when they are concerned about anything related to high school entrance, registration, or planning. Remember, specified ninth grade courses may count toward college admission and high school graduation requirements. Here are a number of things as a parent you should be aware of:

Know who your student's counselor is, what number to call, and how to make an appointment.

Know that counselors talk with students about planning for high school. All students receive this registration book. It's a good book for students and parents to read.

Know that students receive a sign-up sheet for high school courses. This sheet allows your student to indicate desired courses. You may have to sign this sheet.

Know how well your son or daughter can read. Poor readers need courses to help them read better. Good readers need courses that will challenge them to improve their reading.

Know what specific courses in English, math, science, and social studies your student should take in high school. Are these the courses that your student needs for college or a vocation? If you or your student don't think they are, or if you have any questions, talk with the counselor.

Know what the requirements are for graduation from high school and college entrance. Do the courses that your student took in ninth grade lead toward meeting these requirements?

Know that students may change their minds during their high school years from college-bound to vocational training or vice versa. However, making a change becomes more difficult the further along a student is in high school.

Discuss with your student his or her plans for their high school education. Talk with the counselor, too, if there are things you do not understand.

Graduation Requirements and Suggested Course Schedule

A student at must earn 22 credits in Grades 9, 10, 11 & 12 to graduate from high school. (1 credit equals 1 year of classwork. 1 semester equals .5 credit.) See the Tacoma School District Senior High School Educational Plan sheet in the center section which lists graduation requirements. Individualized Educational Programs (IEP) will be drawn up to determine specific programs for students in special education. Transfer students and present 11th and 12th grade students may have different requirements.

Suggested 9th through 12th grade schedules for students enrolling in a vocational program

Each high school may vary in individual requirements of sequence of courses.

9th Grade

Freshman English

Math (proper level)

Science

Physical Education & Health Washington Program Prerequisite(s) or recommended electives

10th Grade

Sophomore English (language arts)

Math (check for level recommended for vocational program)

World Geography (social studies)

Science (laboratory)

Physical education & health

Vocational program prerequisite(s) or recommended subject(s) such as Business Education, Home Economics or Industrial Arts

11th Grade

Junior English (language arts)

Math (check for level recommended for vocational program)

United States History

High school vocational program such as Business Education, Home Economics or Industrial Arts

or

Half-day vocational program at L.H. Bates or Clover Park Vocational-Technical Institutes.

or

Full time at Tacoma Technical High School

12th Grade

Civics & World Problems

English and Math recommended for vocational program

High school vocational program such as Business Education, Home Economics, Industrial Arts or Forestry

or

Half-day vocational program at L.H. Bates or Clover Park Vocational-Technical Institutes.

or

Full time at Tacoma Technical High School

Suggested 9th through 12th grade schedules for students enrolling in a college preparatory program

College entrance requirements may vary—check with your counselor.

9th Grade

English

Algebra

Science

Foreign Language

Washington State History

Physical Education & Health

10th Grade

English

Geometry

Biological Sciences

World Geography

Physical Education & Health

Foreign Language

☆ Electives

Students who contemplate attending college must plan their high school plan carefully.

11th Grade

English

United States History

Algebra 3 Trigonometry

Chemistry or Physics

Foreign Language

☆ Electives

12th Grade

English

Civics & World Problems

Algebra 5, Pre-Calculus/ Calculus

Advanced Foreign Language

Chemistry, Physics or Advanced Science

☆ Electives

☆ *Fine arts and occupational education requirements may be taken in any year.*

Information Regarding Registration—Grades 9-12

1. Counselors and staff help students choose courses that are needed to meet career goals as well as meeting requirements for high school graduation.

2. Parents should be aware of the registration process at their student's school.

3. Carefully review course descriptions.

4. If there are things that you or your student do not understand, talk with a counselor.

5. Be aware that report cards are issued every nine weeks at midterm and the end of each semester. Progress reports may be requested by parents anytime.

Extracurricular Activity

1. Tacoma School District requires that a student maintain a minimum GPA of 2.0 and may not fail more than 1 class in any given semester to be able to participate in extracurricular activities.

2. The NCAA Bylaw 5-1-(j) [2.00 rule] reads that a student shall be: "A high school graduate who at the time of graduation from high school presented and accumulated minimum grade point average of 2.00 (based on a maximum of 4.00) in a core curriculum of at least 11 academic courses including at least three years in English, two years in Mathematics, two years in social science and two years in natural or physical science (including at least one laboratory class, if offered by the high school) as certified on the high school transcript or by official correspondence, as well as a 700 combined score on the SAT verbal and math sections or a 15 composite score on the ACT."

3. If you are planning to attend an NCAA college, please check with your counselor regarding NCAA rules.

Recommended Pre-College Curriculum

If your son or daughter's future plans include attending college, select a school program carefully. Planning should include meeting the admission requirements at the college your student wants to attend as well as meeting school graduation requirements.

Generally, colleges require the following subject pattern:

English—4 years

Social Science—3 years

College Prep Math—minimum 3 years/recommended 4 years (Algebra 1 & 2, Geometry 1 & 2 and Algebra 3/4 trigonometry required)

Laboratory Science—minimum 2 years (some schools require Chemistry or Physics)

Foreign Language—minimum 2 years/recommended 3 years

Academic elective—minimum 1 year

Washington state supported colleges and universities require a minimum grade point average and/or SAT score. Private and out-of state college entrance requirements vary and should be checked by the student. Your counselor may help with this.

Things to Check for in 9th Grade

The following activities should be done during 9th grade. Review this list when your student registers for 10th grade. Check when completed.

All students **Activity**

____ Student has fulfilled course requirements.

____ Student has completed a tentative plan for courses in grades 9 through 12.

____ Student has participated in a career exploration activities.

____ Student has completed a tentative plan for courses in grades 9 through 12.

____ Student has become familiar with educational opportunities in *High School and Beyond*.

College-bound

____ Student is enrolled in at least four academic courses that are appropriate to career goal. For example, a major in engineering generally requires four years of college preparatory math and science.

Career center counselors work with students to help them make good decisions.

Things to Check for in 10th Grade

The following activities should be done during 10th grade. Review this list when your student registers for courses. Check when completed.

All students **Activity**

____ Review educational planning sheet. Change as necessary. Student has completed a tentative plan for courses in grades 10 through 12.

____ Student is meeting graduation requirements and is enrolled in a full-time program.

____ Student has a tentative occupational goal.

____ Student has received educational and/or career planning information necessary as preparation for 11th grade registration.

____ If student has failed any 10th-grade courses, he or she has registered for summer school or plans to make up deficiencies the following year.

College-bound

____ Student is enrolled in at least four academic courses that are appropriate to career goal.

____ Student will research tentative colleges and major fields of study.

Vocational/job training

____ If student is considering a vocational program in the high school or vocational school, does that vocational program have a prerequisite course? If so, is student registered for the necessary course?

____ If a student plans to enroll in a half-day program at an area vocational school he or she should see their counselor early in the spring semester.

____ Student is aware of the fee schedules.

Things to Check for in 11th Grade

The following activities should be done during the 11th grade. Review this list when student registers for courses and check when completed.

All students **Activity**

____ Student has reviewed planning sheet to make sure he/she is taking courses needed for graduation. You may wish to consult with a counselor.

____ Student has a tentative occupational goal (student may require more information about career interests and/or world of work).

College-bound

____ Student is taking sufficient number of academic subjects appropriate to his or her career goal. See educational plan sheet, page 21.

____ Student has asked counselor or career center for information on colleges, scholarships, and financial aid and has begun the process of selecting a college.

____ Student has signed up in September or early October to take the PSAT (Preliminary Scholastic Aptitude Test).

____ Register to take the SAT or the ACT in the spring of 11th grade.

____ Students applying for military academies should begin nomination process.

____ Student will narrow and refine their college choices.

Vocational/job training

____ Students considering a two-year community college program, vocational school or apprenticeship program should visit the school's career center for a complete listing of in-state and out-of-state programs.

____ Student should be aware that some post-high school vocational programs require up to a two-year waiting time. Students should follow the required procedures to get on the waiting list.

Things to Check for in 12th Grade

Twelfth grade career planning activities should be started as early as possible during first semester. This planning is extremely important, especially for the college-bound student. Review this list when student registers for courses and check when completed.

All students **Activity**

____ Student should review and check planning sheet

____ Student should check credits for graduation. If deficiencies exist, see a counselor for a make-up plan.

____ Student should meet with a counselor and/or use services from the Career Center if he/she is unsure of college, vocational or work choice.

____ Students should plan to meet with recruiters from all branches of the service if considering a military career.

____ Student should apply for graduation materials and order cap and gown.

College-bound

____ Student should check admission requirements for the colleges of their choice.

____ Student should take college entrance exam(s), ACT or SAT, in the early fall if not taken last spring.

____ Student should review college choices for final selection and application. Make application to college as early as possible during fall semester. Write for out-of-state college application forms and procedures.

____ Student should plan to attend college information sessions.

____ Student should apply for financial aid during month of January.

____ Student should apply for scholarships at the national, state, district and building levels. Check with a counselor regarding deadlines.

Vocational/job training

____ Make application to community college or vocational school **as early as possible.**

____ Apply for financial aid during month of January.

____ Apply for vocational school and community college scholarships.

____ Student is aware of the fee schedules and possible financial aid available.

____ Student should be aware that some post-high school vocational programs require up to a two-year waiting time. Students should follow the required procedures including paying the fees to get on the waiting list.

Testing

Achievement tests

MATS—Administered to all 10th grade students. Results are available in counselor's office and are given to students. Parents are encouraged to make an appointment for an interpretation of the test scores. The results of these tests are used to place students in appropriate courses, particularly in the areas of math, science and English.

Career Interest Surveys

Career interest inventories are given and interpreted to high school students in the career centers. Results are available to parents.

Aptitude Tests

The Differential Aptitude Test (DAT) is given to all 9th grade students during February. Scores are available from your counselor.

ASVAB (Armed Services Vocational Aptitude Battery), and CAPS (Career Ability Placement Survey) are available in the high school career centers.

College Tests

There are two national tests and one state test which are used for college admission and/or placement. Although some generalizations can be made, it is impossible to be specific about which colleges require which tests. Students should always check the college catalog to make sure which tests are required or recommended by the colleges they wish to attend. This information is also available in *Barron's Profiles of American Colleges*, *Lovejoy's College Guide* and *Peterson's College Guide*. The two testing programs are the College Entrance Examination Board (CEEB) and the American College Testing Program (ACT). Applications are available in the counselor's office or career center. Each student is responsible for mailing the application.

These are what the tests measure:

1. **CEEB (College Entrance Examination Board)** has four elements:

   - **PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test).** These are combined into one test which is given only once a year during October. Juniors are strongly encouraged to take the exam. This exam is for the following purposes:

College tests...continue

—Giving the student practice for and some indication of how well he or she will do on the SAT or College Board test.
—Screening for the selection of finalists for the National Merit Scholarship Program.
—Enabling a student to draw some comparisons between his or her math and verbal skills to allow him or her to strengthen areas of weakness in the senior year.
—Beginning early and realistic planning of college choice.

- **SAT (Scholastic Aptitude Test),** is also now labeled ATP (Admission Testing Program). The SAT is often called the "College Board." It is a three-hour objective test designed to measure how well students have developed their verbal and mathematical skills. The SAT is required for admittance and placement at many colleges throughout the United States. The test is given several times each year. The best time to take the test is in the spring of the junior year or early fall of the senior year. Results are mailed to the student's home, high school, and specified colleges and universities. Contact your counselor concerning SAT preparation training that may be available.

- **ACH (Achievement Tests)** one-hour tests designed to measure a student's level of achievement in a particular subject. Achievement tests are given in such academic subjects as English, science, math, and foreign languages. Students should consult college catalogs to see if these exams are required and which test date is preferred. The tests are given on the same dates as the SAT; however, both tests cannot be taken the same day. Results are mailed to the home, high school, and specified colleges and universities.

- **AP (Advanced Placement Exam)** may be taken in any subject for possible college credit and provides a means by which secondary school students may demonstrate their readiness to take advanced courses as college freshmen. If the student's college grants academic credit for the AP examination, there will be fewer credits for the student to complete for graduation, possibly saving both time and tuition fees. AP tests are given in May. Ask your counselor for information. Results are mailed to the home, high school, and to specified colleges and universities.

2. **ACT (American College Testing Program)** is a measure of scholastic aptitude in English, mathematics, social studies, and natural sciences required for admission and placement by some colleges. Seniors should register to retake the ACT in the fall and not hesitate to take tests in order to improve scores. Results are sent to the high school, colleges, and universities.

Students should check college catalogs carefully to find out which tests are required and when they should be taken. Students may wish to consult with their counselor.

Career Planning—Vocational

Things to think about for any job or career choice

Will there be a need for workers in the chosen job? What part of the country or the world will those jobs be in? What would have to be done to change jobs? Would more education and experience be needed? Would a change of jobs mean moving to a new place?

Career Planning-Vocational

There are many vocational courses and/or programs available to students while they are attending high school and community colleges or vocational technical schools after graduation. A large number of these vocational courses or programs can lead to jobs that, according to the Department of Labor, will be in demand during the 1990s.

During high school years, several vocational training options are available. A student may take vocational courses in their home school, or may choose to attend Tacoma Technical High School located at Bates Vocational-Technical Institute. If specific courses are not available in Tacoma, a student may request to attend Clover Park Vocational-Technical Institute for a half day program.

Vocational Courses and/or Programs Available During High School

Programs available at Bates and Clover Park Vocational-Technical Institute (See pages 11 and 12 of this guide)

Tacoma Technical High School—This program enables students to be enrolled in a vocational training program at Bates Vocational-Technical Institute and complete their high school academic requirements at the Bates' campuses. The program is available once the student reaches the eleventh grade of high school and is between 16 and 21 years of age. Students receive a double benefit of receiving a high school diploma plus specialized job training. Students may enroll just half time, either morning or afternoon, and be in their home school the other part of the day or may be enrolled full time through the Tacoma Technical High School.

More information on this program is available in the district's Student Guide for Vocational Planning or from your school counselor.

Programs that may be available at the student's home school or in Tacoma high schools

Office occupations—The office occupations program provides entry level job training for bookkeepers, clerk typists, general office clerks, secretaries, and stenographers through daily classroom instruction, supervised training in office simulations, and participation in the organization known as Future Business Leaders of America (FBLA).

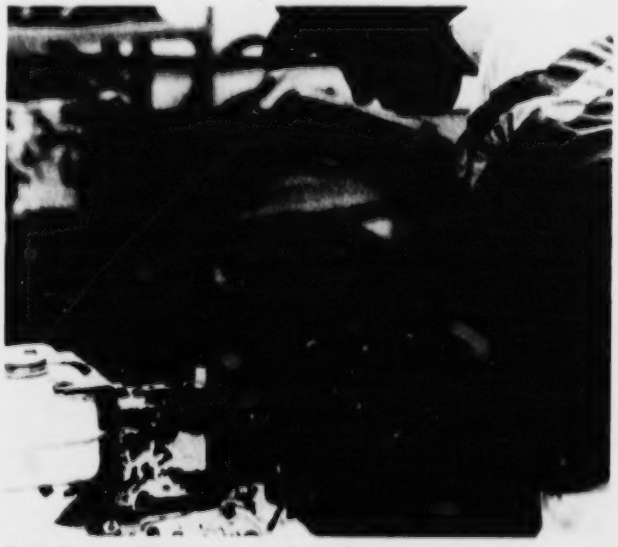
Marketing and distributive education—This program trains students to work in sales, marketing, merchandising, and management positions. The program has specialized classroom instruction and supervised on-the-job training.

Distributive Education Clubs of America (DECA) is the national organization for students enrolled in distributive education classes. This program of youth activities is an integral part of the instructional program. It provides opportunity for leadership, scholastic development, vocational understanding, organizational training, and further develops a professional attitude toward careers in retail, wholesale, and service occupations.

Industrial education—This program leads into occupations associated with manufacturing, service installation, and repair of products. Such typical occupations as auto mechanics, electronics, drafting, welding, machining, and building trades are involved.

Vocational agriculture—This program is designed to develop skills needed by students preparing to engage in a forestry occupation. An in-school forestry program at Lincoln High School and a laboratory site at the Lincoln Tree Farm (open to all qualified students from the school district) are available. Academic required courses are also available on-site at the Tree Farm.

Occupational work experience—This program has been developed to help students gain job-related information, specific job skills, and work experience prior to graduation. The students participating in this program will have their schedules arranged to permit them to spend part of the day in regular subject courses and the remainder of the day on the job under direct school supervision.



L.H. Bates offers many technical courses.

Vocational Opportunities After High School

Off-Campus Vocational Programs at L.H. Bates Vocational-Technical Institute

Bates offers training in many different occupations. If students enroll before graduating from high school, they may begin their vocational training while still in high school through Tacoma Technical High School. High school students may remain in class on a full-time basis following graduation.

The following is a list of available programs at Bates:

Apparel Construction & Fashion Designer
Auto Body & Fender Mechanic
Automotive Mechanics
Auto Parts Clerk
Barber
Boatbuilder
Bookkeeping/Accounting
Cabinet and Millwork
Carpenter
Chemical Laboratory Technician
Child Development Trainee
Clerk Typist
Commercial Cook
Computer Operator
Computer Programmer
Concrete Technician
Cosmetologist
Court Reporter
Dental Assistant
Dental Laboratory Technician
Diesel and Heavy Equipment Mechanic
Electrician
Electrical Appliance Technician
Electronic Equipment Service Technician
Electronics Technician-Communications
Electronics Technician-Computer Customer Service
Electronics Technician-Data Communications
Electronics Technician-Industrial
Engineering Technician-Architectural
Engineering Technician-Civil & Transportation
Engineering Technician-Electrical/Electronics
Engineering Technician-Mechanical
Executive Secretary
Fire Fighter
Food Marketing
Furniture Refinisher, Paper Hanger, Taper, Painter/Decorator
Furniture Upholsterer
Heating, Ventilation, Air Conditioning & Refrigeration Technician
Legal Secretarial Procedures, Advanced Legal
Machinist
Marketing Sales
Medical Secretary
Medical Transcriptionist
Nursing Assistant
Office Systems Specialist
Outboard, Motorcycle & Small Engine Mechanic
Practical Nursing
Clinical
Radio Broadcast Technician
Receptionist
Secretary/Stenographer
Sheet Metal Worker
Television Broadcast Technician
Waiter/Waitress
Watch & Clock Repair
Welder
Word Processor

Vocational Opportunities...continue

Off-Campus Vocational Programs at Clover Park Vocational Technical Institute

Students attending Tacoma public high schools also are permitted to attend Clover Park Vocational-Technical Institute if they cannot be accommodated at Bates Vocational-Technical Institute. A release from Tacoma School District must be obtained through the office of the district's student services specialist.

The following courses are available at Clover Park:

Accountant
Airframe & Powerplant Aviation Maintenance Technician
Automotive Body Technician
Automotive Technician
Automotive Service Center Technician
Automotive Trimmer/Glazier
Aviation Electronics Technician
Bank Teller
Bartender/Manager
Building Design Technician
Certified Nursing Asst./Home Health Asst.
Clerk-Typist/Secretary
Commercial Housekeeper/Custodial
Commercial Pilot/Instructor
Computer Maintenance Technician
Computer Operator
Computer Programmer
Computer Applications and Marketing
Computerized Amusement Machine Repair Technician
Consumer Electronics Technician
Cosmetologist
Credit Specialist
Dental Specialist
Early Childhood Specialist
Educational Assistant
Educational Secretary
Electro/Mechanical/Industrial Maintenance Technician
Electronic Office Products Technician
Electronic Fire/Security Technician
Engineering Design Technician
Esthetician
Fashion Design and Sewing Specialist
Food Processing Machinery Maintenance & Repair Technician
Food Service Specialist
Food Service Specialist—Advanced
Greenhouse and Nursery Operator
Grocery Checker
Grocery Manager
Heating and Air Conditioning Service Technician
Health Unit Coordinator
Hotel Front Office Manager
Independent Business Operator
Insurance Office Assistant
Interior Designer
Landscape Construction and Grounds Maintenance
Legal Secretary
Library Technician
Machinist
Manufactured Housing Carpenter
Marine Mechanic
Medical Assistant
Medical Central Service Technician
Medical Laboratory Technician
Mobile/Cellular Electronic Communications Technician
Offset Reprographics/Printer
Parts Merchandiser
Pharmacy Assistant
Photographic Lab Technician
Portrait/Commercial Photographer
Practical Nurse
Radio Broadcaster
Real Estate Agent
Recreational Vehicle Technician
Rehabilitation Facilities Supervisor
Restaurant Manager
Retail Business Manager
Retailer
Security & Loss Prevention Specialist
Senior Services Director
Surgical Technician
Technical Illustrator
Telecommunications
Telephone Service Representative
Transportation Office Specialist
Travel Consultant
Vending Machine Mechanic
Video Film/Multi Image Producer
Welder

Additional Vocational Opportunities After High School

Schools that offer vocational programs— There are 24 community colleges in Washington which offer vocational-occupational programs. These programs vary in length from a few weeks to two years and provide courses in agriculture education, marketing and distributive education, health occupations, home economics education, business and office occupations, technical education, and trade and industrial education. In addition, there are private trade and technical schools which provide job training. More information regarding these schools is available from your student's counselor.

Apprenticeships— An apprenticeship is a training program based upon a written agreement between the worker (apprentice) and the employer in which the worker learns a skilled trade or craft on the job. Most apprenticeship programs require more than one year of on-the-job training under the supervision of an experienced worker plus additional course work. Application for apprenticeship may be made to an employer, labor union, a joint apprenticeship and training committee, or the local state employment service office. For more information, contact the local apprenticeship council (593-2339).

Educational and occupational opportunities in the U.S. Armed Services— A high school graduate who enlists in the Air Force, Army, Coast Guard, Navy, or Marine Corps will have the opportunity to select a military occupational specialty. The military services invest great amounts of money in formal and on-the-job training in each of hundreds of occupational specialties.

In a four-year enlistment, for example, a person can receive the equivalent of a junior college education in occupational areas such as business management and administration, communications (electronic) technology, aircraft maintenance, photography, automotive mechanics, medical technology, transportation and traffic management, computer technology and operations, police science, fire protection technology, nursing, restaurant management, purchasing, accounting, and physical therapy assistant.

In some occupational areas such as engineering and nursing, the military services will send a person through four or more years of college, if that person will agree to an extended period of enlistment. The Army and Navy have programs to aid a person as a civilian through nursing training (four-year college program), if the person will serve an extended enlistment as an officer. These examples only hint at the opportunities for learning while earning in the armed forces. Students may get specific information by talking to their high school counselors or with local recruiting officers of each service.

Students need to be aware that some post-high school vocational programs require up to a two-year waiting time.

Career Planning
College

Career Planning—College

College is a big investment of time, talent, and money by both parents and students. Good solid planning will help make the investment worthwhile.

Things to Consider in Choosing a College

1. **Subject area of interest**—Does the college offer a course of study in the subject major that interests your student?

2. **Excellence of subject area of interest**—Which schools have the best reputation for the area of study chosen? Your student's high school counselor can offer much assistance to help answer this and related questions.

3. **Size**—Some people do better at a smaller college than at a large college or university. Knowledge of your son or daughter as a person will help you give guidance here.

4. **Location**—Think about what kind of geographic area might best suit your son or daughter. For example, why consider a place with lots of snow if he or she dislikes this kind of climate? The cost of travel to and from home also is a consideration.

5. **College campus**—Anyone planning to spend four years at a college should visit the campus. Most colleges encourage such a visit, as well as a meeting with the admissions counselor and a guided tour of the campus.

6. **Cost**—In-state public colleges and universities generally cost less than Washington's private colleges and universities. Costs vary, however, so do not assume that because a school is out of state it will cost more. Check first.

7. **Financial aid**—A financial aid package can include a scholarship, grant, loan, part-time employment, and a work-study program. Check with counselor in early December for details.

8. **Admissions criteria**—Can your son or daughter get in? Does he or she have the correct high school course work? Are his or her class rank and ACT-SAT scores adequate? At some colleges, competition is high and space is limited, but many colleges have an open admission policy and will admit anyone.

9. **Foreign language**—Many colleges may require a foreign language for admittance; you and your student should be aware of this possibility. Your student should check the catalog of the college being considered for their requirements, and be aware of language requirements when planning his or her high school course of study.

10. **Activities other than academic**—Is a foreign-exchange program offered? Are there language houses on campus? Is there a drama club? An orchestra? Athletics?

11. **Religious affiliation**—Many colleges are run by religious organizations. Is this important to you?

12. **ROTC programs**—Reserve Officer Training Programs can provide considerable financial aid, but there is a military commitment following graduation.

13. **Tests**—College tests may be taken more than once. Be certain you are taking the appropriate admissions test.

Here are a few helpful hints for your student and you to obtain more information.

- Talk with the college representatives who visit their school.
- Attend college information and financial aid programs.
- Talk with the high school counselor. Ask questions.
- Talk with students or parents who are familiar with the college that your son or daughter is considering.

College Applications

There are two distinct types of college programs offered in Washington state—community colleges and four-year colleges. Acceptance to a state-supported community college is usually dependent only on possession of a high school diploma and sufficiently early application. However, acceptance at a community college does not insure that credits earned there necessarily will be accepted at a four-year institution. Your student should discuss community college attendance with a high school counselor.

Applications to two and four-year colleges in Washington are available in the counseling office or the career center. In most cases you must request an application by mail from out-of-state colleges.

Acceptance at a four-year college in or out of the state can be very competitive. Most admissions officers are interested in the qualitative nature of achievements as well as in supportive comments from teachers, counselors, and friends who write on a student's behalf.

Teachers will need at least two weeks to write a recommendation for your son or daughter as they probably are writing others as well and the high school counseling office will need two weeks to process the application. Because housing frequently is a problem, your student should apply as soon as possible for on-campus housing if he or she will be living away from home. Generally housing information should be requested at the same time an admissions application is submitted.

Most schools are now charging an application fee ranging from $15 to $40. Waivers may be granted in special cases and your student's counselor can provide information about this subject.

Most four-year colleges request that applications be sent to their admissions office beginning December 1. However, students applying to the service academies or for ROTC scholarships must do so in the spring of the junior year or in the summer prior to their senior year. It is wise to check each individual college deadline.

Financial Aid

Most money for meeting college costs is provided through financial aid programs. To apply for this money, fill out a Financial Aid Form (FAF) or Family Financial Statement (FFS). These forms are available in the high school counseling office or career center. Some colleges have their own supplemental forms as well.

Financial aid information is listed in the college catalog and in many other college books, such as *Barron's Guide to the Two-Year Colleges*, *Barron's Profiles of American Colleges*, *Lovejoy's College Guide* and *College Blue Book*.

Begin to fill out the FAF or FFS in January because it must be based on the prior year's income. The deadline for receiving the completed financial aid form varies from college to college, but, generally, March 1 is a common deadline (it is preferable to mail forms by February 1 or as soon after January 1 as possible in order to allow processing time). Parents are strongly urged to complete the FAF or FFS form because so many financial aid programs, including state and federal, require the FAF or FFS. Also, keep in mind that need is not determined solely on income, but on a combination of many variables (such as other children in college), as well as on the cost of the college. Another source of aid may be low-interest loans from banks and credit unions.

Details on financial aid are available through your student's high school counseling office. Several free publications printed by the U.S. Government, the College board, and American College testing also are available at most high school counseling offices and career centers.

Scholarships

Basically, there are four kinds of scholarships available:

1. **Academic**—This is generally based on a student's cumulative grade-point average (GPA) for grades 9-12, but often college entrance exam scores can be combined with GPA or used alone to determine scholarship eligibility. Many academic scholarships are offered by colleges, especially private colleges, but many other sources are available.

2. **Talent**—Art, music, drama, and the like. An audition, performance competition, or portfolio is usually required from the student. The individual department of the college should be contacted by the student about talent scholarships.

3. **Athletic**—A high school coach, the college coach, and the counselor generally confer about students who are candidates for athletic scholarships.

4. **Miscellaneous**—Memorial scholarships, trust funds, community organizations, honorary (no financial aid), professional organizations, employers, unions, and such. Most high schools publish an annual list of these scholarships; check with the high school counselor or career center.

A Few Final Suggestions

1. Representatives from various colleges visit high school career centers regularly. Your student should watch the school bulletins for announcements of these presentations.

2. You and your son or daughter should attend the special college and financial aid workshops held during the fall of the year. Check with the high school counseling office or career center for dates and times.

3. Your student should work closely with his or her counselor in making college decisions and in processing applications.

4. **Deadlines are becoming increasingly important** because of limited enrollment due to budget restrictions.

5. Minority students have special assistance available in meeting admissions procedures and criteria. Counselors have this information.

6. If you have questions concerning financial aid applications or admissions procedures, call your student's high school counselor or contact local colleges such as UPS, PLU or the community colleges.

Never wait until the last minute to fill out an application, especially if recommendations are required.

Resources

General

Student Guide for Vocational Planning
Student Guide for College Planning
Tacoma Public Schools
Project Discover Computer Programming
Washington Occupational Information Service

Colleges and Specialized Schools

American Universities and Colleges
Barron's Profiles of American Colleges
College Admissions Data Service
College Handbook, The
Comparative Guide to American Colleges by Cass and Birnbaum
Guide to Alternative Colleges
Guide to College Majors
Lovejoy's College Guide
Lovejoy's Prep School Guide
Lovejoy's Vocational School Guide
New Guide to Study Abroad, The
Two Year Colleges and Four Year Specialized Schools and Programs by Cass and Birnbaum
Higher Education Book, The

Financial Aid

Financial Aids for Higher Education-Oreon Keeslar
Financial Assistance to Attend Colleges & Universities - State Department of Education, Richmond, Virginia
Department of Education Fact Sheet of Federal Programs - U.S. Dept. of Education
Meeting College Costs
Need a Lift? - The American Legion
The College Board

Vocational Schools

L.H. Bates Vocational-Technical School Catalog
Clover Park Vocational-Technical School Catalog
American Trade School Directory
Vocational Education in Washington State (Washington Commission for Vocational Education)

Formal Training After High School

	College Training			Vocational Training	
	4 Year	2 Year Transfer	1-2 Year College	Occupational	Private/Regional—Vocational/Occupational 6 weeks—2 years
Entrance Requirements	Success in pre-college curriculum. See pg. 4	High school diploma or 18 years of age. May have to prove ability to do college level work.	High school diploma or 18 years of age. Specific course may have specific requirements.		16 years of age. Specific course may have special course requirements.
Certificate or Degree	Bachelor's Degree	2 year Associate Degree	1 year certificate Technical/ Associated Arts		6 weeks—2 years certificate
Areas of Study	4 year academic training, for example: ENGINEERING EDUCATION BUSINESS HEALTH PRE-LAW HUMANITIES	First 2 years of a 4 year college training schedule. For example: ENGLISH SCIENCE PSYCHOLOGY SOCIOLOGY ECONOMICS MATHEMATICS LITERATURE	Technical training. A working knowledge at entrance level. For example: BUSINESS TECHNICIAN EDUCATIONAL TECHNICIAN ENGINEERING TECHNICIAN HEALTH TECHNICIAN		Technical training. A working knowledge at entrance level. For example: LAW ENFORCEMENT REAL ESTATE NURSING BANK TELLER

Tacoma Public Schools—Graduation Requirements

Classes of 1989 and 1990

Subject		
Language Arts:	9th grade (trimester)	1 year
	9th grade (semester)	1 year
	10th-12th grade	2 years
Mathematics:	9th grade (trimester)	1 year
	9th grade (semester)	1 year
	10th-12th grade	1 year
**Social Studies:	9th grade (trimester)	2 trimesters
	9th grade (semester)	½ year
	10th-12th grade	2½ years
*Science:	9th grade (trimester)	2 trimesters
	9th grade (semester)	1 year
	10th-12th grade	1 year
Occupational Education:	9th grade (trimester)	**
	9th grade (semester)	**
	10th-12th grade	**
Health:	9th grade (trimester)	0
	9th grade (semester)	0
	10th-12th grade (semester)	½ year
Physical Education:	9th grade (trimester)	1 trimester
	9th grade (semester)	½ year
	10th-12th grade	1 year
Electives:	10th-12th grade (semester)	16 semesters
TOTAL:	10th-12th grade (semester)	32 semesters

High school figures are credits (one credit equals 150 hours planned in school instruction).

**2 years of semester credits are required in grades 9-12. At least one year of credits must be earned at the senior high level.*

One credit equals 1 year's work; .5 credit equals 1 semester's work.

Classes of 1991 and beyond

Subject		Credits
English		3
Math		2
Science		2
Social Studies		3
Washington State History & Government	.5	
U.S. History	1	
World Geography & Cultures	.5	
Civics	.5	
Contemporary World Problems	.5	
Occupational Education**		1
Health & Physical Education		2.5
Arts		1
Senior Requirement (elective in September 1989—required in September 1994)		.5
Electives		7
TOTAL		22 credits

**One full year is required in grades 9-12. This includes, but is not limited to, homemaking, industrial arts, business and office occupations, trade and industrial education, and this includes courses at L.H. Bates Vocational-Technical Institute.*

Tacoma School District High School Educational Plan Sheet For Grades 9-12

Four-Year College Requirements

English — 4 years, college prep, honors or AP recommended.

Math — Algebra 1&2, Geometry 1&2 and Algebra 3&4. Algebra 5&6 or Calculus recommended.

Science — Biology 1&2, Botany, Zoology, Chemistry or Physics. Two years lab science required.

Foreign Language — 2 years. 3 or 4 recommended.

Social Studies — 3 years.

Occupational Education — 1 year.

Health/ Physical Education — 5 semesters.

We're encouraging our daughter or son to prepare for: (check appropriate)

_____ 1. Going directly into the work force
_____ 2. Military service
_____ 3. A vocational-technical program
_____ 4. Community college
_____ 5. Four-year college

Graduation Requirement	9	10	11	12
English (3)				
Math (2)				
Science (2)				
Foreign Language				
Social Studies (3)				
Health & P.E. (2½)				
Fine Arts (1)				
Occupational Educ. (1)				
Senior Req.* (½)				
Electives (7)				

(Total of 22 credits required)

After discussing the high school, vocational school and four-year college requirements with our daughter or son, we are considering the above tentative educational plan.

_____ Student _____ Parent

This form is to be turned in at the time of registration and will be maintained in the student's permanent file for future planning. Check if you would like a parent conference with your daughter/son's counselor during the next school year. _____

Senior Requirement – For graduates of 1989 and beyond, guidelines are being developed to require of students a community service learning experience.

STUDENT INFORMATION AND ENROLLMENT FORM
TACOMA SCHOOL DISTRICT NO. 10

OFFICE USE ONLY: AC ____ FLDR ____ VR ____ HC ____ RC ____ TRANS ____ REQ ____ TRM ____ ____ LUNCH ____

STUDENT NUMBER	SCHOOL CODE AND SCHOOL NAME		LAST SCHOOL ATTENDED - DCS			DCS	PSA	AUTH	SPECIAL CODES
1 ENROLLMENT DATE		SCHEDULED	SCHOOL NAME	CITY	STATE/CNTRY				

DEAR PARENT OR GUARDIAN: IN OUR CONTINUING EFFORT TO KEEP STUDENT RECORDS COMPLETE AND ACCURATE, WE ARE ASKING THAT YOU ASSIST BY COMPLETING OR VERIFYING THIS FORM. OUR CURRENT INFORMATION IS PRINTED IN THE SHADED PORTIONS OF THE FORM. THE BLANK SPACE BELOW EACH SHADED AREA IS TO BE USED FOR SUPPLYING MISSING INFORMATION OR REPLACING INCORRECT INFORMATION. THE INSTRUCTIONS ON THE BACK OF THIS FORM SHOULD BE USED AS A GUIDE FOR BOTH VERIFICATION OF DATA AND FOR ENROLLING NEW STUDENTS. PLEASE READ THEM CAREFULLY.

PANEL 105

	PREFERRED LAST NAME	FIRST NAME	MIDDLE NAME	SEX	GRADE	ETHNIC	PRI LANG	ROLL ROOM	TEACHER	COUNC
2					TENTATIVE					

	HOME ADDRESS	APT	ZIP CODE	HOME PHONE	DATE OF BIRTH	CLSS LVL	TRNS MO	NCES	PLACE OF BIRTH	VER
3										

EMERGENCY INFORMATION . . . . . .

	FATHERS BUSINESS PHONE	EXTENSION	MOTHERS BUSINESS PHONE	EXTENSION
4				

	FAMILY DOCTOR		
5			

	EMERGENCY CONTACT - FRIEND, NEIGHBOR, AFTER SCHOOL CARE		
6	1		
	2		
	3		

OTHER CHILDREN IN FAMILY			DATE OF BIRTH
	FIRST NAME	LAST NAME	SEX	MO DAY YR
1				
2				
3				
4				
5				
6				
7				
8				

HAVE YOU MOVED IN THE LAST SIX YEARS? ☐ YES ☐ NO
WITHIN DISTRICT ☐ FROM OUT OF DISTRICT ☐
FROM OUT OF STATE OR COUNTRY ☐

RELATIVE INFORMATION . . . . . .

PANEL 105

	FATHER OR LEGAL MALE GUARDIAN			
7				

	MOTHER OR LEGAL FEMALE GUARDIAN			
8				

	DISTRICT MAPPING PARCEL ADDRESS (USE IF STUDENT ADDRESS IS P.O. BOX OR RURAL ROUTE)		
9			

	RELATIVE OF STUDENT LIVING IN AREA		
10			

	WITH WHOM DOES THE CHILD LIVE			
11	BOTH PARENTS [1]	FATHER [2]	MOTHER [3]	OTHER [4]
	IF OTHER WHOM			

PREVIOUS TACOMA SCHOOL ATTENDED

PANEL 107

STUDENTS LEGAL LAST NAME

STUDENTS PREVIOUS LAST NAME

MARITAL STATUS	STUDENT SS/NO	SEP MAINT

MEDICAL LIMITATION	[illegible]	ALIEN	[illegible]

TYPE CHANGE → CHECK ONE
- [N1] NEW STUDENT NOT PREVIOUSLY ENROLLED IN DISTRICT
- [N2] STUDENT PREVIOUSLY ENROLLED IN DISTRICT

FOR SCHOOL USE ONLY

In the event my child is injured or becomes seriously ill, and the parent or family doctor cannot be reached, I hereby delegate the principal or his/her delegated agent, to do what he/she feels is in the best interest of my child.

SIGNATURE

SIGNED: _____

THE ABOVE INFORMATION IS CORRECT TO THE BEST OF MY KNOWLEDGE. ENROLLMENT OF EACH STUDENT IS SUBJECT TO PRINCIPAL'S APPROVAL.

TDS ...0

FORM DP-1A

22

29

30

For more information, contact:
Counseling & Career Development Dept
Tacoma Public Schools
P.O. Box 1357
Tacoma, WA 98401-1357
(206) 596-1063

The Tacoma School District #10 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex or handicap. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding the application of these laws and regulations should be directed to Pauline Yamashita, Administrator for Equity and Excellence, P.O. Box 1357, Tacoma, WA 98401-1357, telephone – (206) 596-1115.

School Board: John Lynn, President; Cathy Pearsall, Vice President; Betty Drost; Eugene Matsusaka; Pat McCarthy
Superintendent: Lillian C. Barna

This publication was produced under the direction of the counseling and career development office. Feb. 1989